

Scope and Sequence

Reading

Concepts About Print	Pre-K	K	1	2	3	4	5	6
Hold book right side up, turn pages correctly, move from front to back of book	•	•	•					
Identify parts of a book and their functions (front cover, title page/title, back cover, page numbers)	•	•	•					
Identify information that different parts of a book provides (title, author, illustrator)	•	•	•	•				
Know uppercase and lowercase letter names and match them	•	•	•					
Know the order of the alphabet	•	•	•					
Demonstrate one-to-one correspondence between oral words and printed words		•	•					
Identify and distinguish between letters, words, and sentences	•	•	•					
Recognize distinguishing features of a paragraph		•	•					
Recognize environmental print		•	•	•				
Track print (front to back of book, top to bottom of page, left to right on line, sweep back left for next line)	•	•	•					
Recognize first name in print	•	•	•					
Phonological and Phonemic Awareness	Pre-K	K	1	2	3	4	5	6
Phonological Awareness								
Identify and produce rhyming words in response to an oral prompt	•	•	•					
Distinguish rhyming pairs of words from nonrhyming pairs	•	•						
Track and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, or changed		•	•					
Count each syllable in a spoken word		•	•					
Segment and blend syllables in spoken words			•					
Segment and blend onset and rime in one-syllable words		•	•					
Recognize and produce words beginning with the same sound	•	•	•					
Phonemic Awareness								
Identify and isolate initial, final, and medial sounds in spoken words	•	•	•	•				
Blend sounds orally to make words or syllables		•	•	•				
Segment a word or syllable into sounds		•	•	•				
Count sounds in spoken words or syllables and syllables in words		•	•	•				
Manipulate sounds in words (add, delete, and/or substitute phonemes)	•	•	•	•				
Distinguish long- and short-vowel sounds in orally stated single-syllable words				•				
Decoding and Word Recognition	Pre-K	K	1	2	3	4	5	6
Read simple one-syllable and high-frequency (sight) words		•T	•T	•T	•			
Phonics								
Understand and apply the <i>alphabetic principle</i> that spoken words are composed of sounds that are represented by letters; as letters change, so do sounds	•	•	•					
Know sound-letter relationships and match sounds to letters		•T	•T	•				
Generate sounds from letters and blend those sounds to decode		•	•T	•T	•T			
Consonants, consonant blends, and consonant digraphs		•	•T	•T	•T			
Short and long vowels		•	•T	•T	•T			
r-controlled vowels; vowel digraphs; diphthongs; common vowel patterns			•T	•T	•T			
Phonograms/word families		•	•	•				

Decoding and Word Recognition <i>continued</i>	Pre-K	K	1	2	3	4	5	6
Word Structure								
Decode multisyllabic words with common word parts and spelling patterns		•	•T	•T	•T	•T	•T	•T
Base words and inflected endings; plurals			•T	•T	•T	•T	•T	•T
Contractions and compound words			•T	•T	•T	•T	•T	•T
Prefixes and suffixes			•T	•T	•T	•T	•T	•T
Greek and Latin roots						•	•	•
Apply knowledge of syllabication rules to decode words			•T	•T	•T	•T	•T	•T
Recognize common abbreviations			•	•	•			
Decoding Strategies								
Blending strategy: Apply knowledge of sound-letter relationships to decode unfamiliar words		•	•	•	•			
Apply knowledge of word structure to decode unfamiliar words		•	•	•	•	•	•	•
Use context along with sound-letter relationships and word structure to decode		•	•	•	•	•	•	•
Self-monitor accuracy of decoding and self-correct			•	•	•	•	•	•
Fluency								
Read aloud grade level text fluently with accuracy, comprehension, appropriate pace/rate; with expression/intonation (prosody); with attention to punctuation and appropriate phrasing			•T	•T	•T	•T	•T	•T
Practice fluency in a variety of ways, including choral reading, partner/paired reading, Readers' Theater, repeated oral reading, and tape-assisted reading		•	•	•	•	•	•	•
Work toward appropriate fluency goals by the end of each grade			•	•	•	•	•	•
Read regularly and with comprehension in independent-level material		•	•	•	•	•	•	•
Read silently for increasing periods of time		•	•	•	•	•	•	•
Vocabulary and Concept Development	Pre-K	K	1	2	3	4	5	6
Recognize and understand selection vocabulary		•	•	•T	•T	•T	•T	•T
Understand content-area vocabulary and specialized, technical, or topical words			•	•	•	•	•	•
Word Learning Strategies								
Develop vocabulary through direct instruction, concrete experiences, reading, listening to text read aloud	•	•	•	•	•	•	•	•
Use knowledge of word structure to figure out meanings of words			•	•T	•T	•T	•T	•T
Use context clues for meanings of unfamiliar words, multiple-meaning words, homonyms, homographs			•	•T	•T	•T	•T	•T
Use grade-appropriate reference sources to learn word meanings	•	•	•	•	•T	•T	•T	•T
Use picture clues to help determine word meanings	•	•	•	•	•			
Use new words in a variety of contexts	•	•	•	•	•	•	•	•
Create and use graphic organizers to group, study, and retain vocabulary			•	•	•	•	•	•
Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning						•	•	•
Extend Concepts and Word Knowledge								
Academic language	•	•	•	•	•	•	•	•
Classify and categorize	•	•	•	•	•	•	•	•
Abbreviations			•	•	•			•
Antonyms and synonyms			•	•T	•T	•T	•T	•T
Prefixes and suffixes			•	•	•	•	•	•T

Vocabulary and Concept Development <i>continued</i>	Pre-K	K	1	2	3	4	5	6
Homographs and homophones				•	•T	•T	•T	•T
Multiple-meaning words			•	•T	•T	•T	•T	•T
Related words and derivations					•	•	•	•
Compound words			•	•	•	•	•	•
Figurative language and idioms			•	•	•	•	•	•
Descriptive words (location, size, color, shape, number, ideas, feelings)	•	•	•	•				
High-utility words (shapes, colors, question words, position/directional words, and so on)	•	•	•	•				
Time and order words	•	•	•	•	•	•	•	•
Word origins: etymologies/word histories; words from other languages, regions, or cultures					•	•	•	•
Adages and sayings							•	
Analogies						•	•	•
Reading Comprehension	Pre-K	K	1	2	3	4	5	6
Comprehension Strategies								
Predict and set purpose to guide reading	•	•	•	•	•	•	•	•
Use background knowledge before, during, and after reading	•	•	•	•	•	•	•	•
Monitor and clarify by using fix-up strategies to resolve difficulties in meaning: adjust reading rate, reread and read on, seek help from references sources and/or other people, skim and scan		•	•	•	•	•	•	•
Inferring		•	•	•	•	•	•	•
Questioning before, during, and after reading	•	•	•	•	•	•	•	•
Visualize—use mental imagery			•	•	•	•	•	•
Summarize text		•	•	•	•	•	•	•
Recall and retell stories	•	•	•	•	•	•	•	•
Important ideas (nonfiction) that provide clues to an author's meaning			•	•	•	•	•	•
Text structure (nonfiction—such as cause/effect, chronological, compare/contrast, description)	•		•	•	•	•	•	•
Story structure (fiction—such as plot, problem/solution)	•		•	•	•	•	•	•
Create and use graphic and semantic organizers, including outlines, notes, summaries			•	•	•	•	•	•
Use strategies flexibly and in combination			•	•	•	•	•	•
Comprehension Skills								
Author's purpose			•T	•T	•T	•T	•T	•T
Author's viewpoint/bias							•T	•T
Categorize and classify	•	•	•	•				
Cause and effect		•	•T	•T	•T	•T	•T	•T
Compare and contrast		•	•T	•T	•T	•T	•T	•T
Draw conclusions and make inferences		•	•T	•T	•T	•T	•T	•T
Facts and details		•	•T	•T	•	•	•	•T
Fact and opinion (statements of fact and opinion)			•T	•T	•T	•T	•T	•T
Follow directions/steps in a process	•	•	•	•	•	•	•	•
Generalize					•T	•T	•T	•

Reading Comprehension <i>continued</i>	Pre-K	K	1	2	3	4	5	6
Graphic sources (illustrations, photos, maps, charts, graphs, font styles, etc.)		•	•	•	•	•T	•T	•T
Main idea and supporting details		•T	•T	•T	•T	•T	•T	•T
Paraphrase				•	•	•	•	•
Persuasive devices and propaganda					•	•	•	•
Realism/fantasy	•	•T	•T					
Sequence of events	•	•T	•T	•T	•T	•T	•T	•T
Higher Order Thinking Skills								
Analyze				•	•	•	•	•
Analyze text with various organizational patterns					•	•	•	•
Describe and connect the essential ideas, arguments, and perspectives of a text			•	•	•	•	•	•
Evaluate and critique ideas and text			•	•	•	•	•	•
Draw inferences, conclusions, or generalizations; support them with textual evidence and prior knowledge		•	•T	•T	•T	•T	•T	•T
Make judgments about ideas and texts			•	•	•	•	•	•
Hypothesize					•	•	•	•
Make connections (text to self, text to text, text to world)	•	•	•	•	•	•	•	•
Organize and synthesize ideas and information			•	•	•	•	•	•T
Literary Response and Analysis	Pre-K	K	1	2	3	4	5	6
Genre and Its Characteristics								
Identify types of everyday print materials (storybooks, poems, newspapers, signs, labels)	•	•	•	•	•	•	•	•
Recognize characteristics of a variety of genre	•	•	•	•	•	•	•	•
Distinguish common forms of literature		•	•	•	•	•	•	•
Identify characteristics of literary texts, including drama, fantasy, traditional tales		•	•	•	•	•	•	•
Identify characteristics of nonfiction texts, including biography, interviews, newspaper articles		•	•	•	•	•	•	•
Identify characteristics of poetry and song, including nursery rhymes, limericks, blank verse	•	•	•	•	•	•	•	•
Literary Elements and Story Structure								
Character	•	•T	•T	•T	•T	•T	•T	•T
Recognize and describe traits, actions, feelings, and motives of characters		•	•	•	•	•	•	•
Analyze characters' relationships, changes, and points of view		•	•	•	•	•	•	•
Analyze characters' conflicts				•	•	•	•	•
Analyze the effect of character on plot and conflict					•	•	•	•
Plot and Plot Structure	•	•T	•T	•T	•T	•T	•T	•T
Beginning, middle, end	•	•	•	•	•	•		
Goal and outcome or problem and solution/resolution		•	•	•	•	•	•	•
Rising action, climax, and falling action/denouement; setbacks						•	•	•
Setting	•	•T	•T	•T	•T	•T	•T	•T
Relate setting to problem/solution		•	•	•	•	•	•	•
Explain ways setting contributes to mood						•	•	•
Theme				•T	•T	•T	•T	•T

Literary Response and Analysis <i>continued</i>	Pre-K	K	1	2	3	4	5	6
Use Literary Elements and Story Structure	•	•	•	•	•	•	•	•
Analyze and evaluate author's use of setting, plot, character, and compare among authors				•	•	•	•	•
Identify similarities and differences of characters, events, and settings within or across selections/cultures		•	•	•	•	•	•	•
Literary Devices								
Dialect						•	•	•
Dialogue and narration	•		•	•	•	•	•	•
Identify the speaker or narrator in a selection		•	•	•	•	•		•
Exaggeration/hyperbole				•	•	•	•	•
Figurative language: idiom, jargon, metaphor, simile, slang				•	•	•	•	•
Flashback						•	•	•
Foreshadowing				•	•	•	•	•
Formal and informal language				•	•	•	•	•
Humor				•	•	•	•	•
Imagery and sensory words			•	•	•	•	•	•
Mood				•	•	•	•	•
Personification						•	•	•
Point of view (first-person, third-person, omniscient)					•	•	•	•
Puns and word play					•	•	•	•
Sound devices and poetic elements	•	•	•	•	•	•	•	•
Alliteration, assonance, onomatopoeia	•	•	•	•	•	•	•	•
Rhyme, rhythm, repetition, and cadence	•	•	•	•	•	•	•	•
Word choice		•	•	•	•	•	•	•
Symbolism							•	•
Tone						•	•	•
Author's and Illustrator's Craft								
Distinguish the roles of author and illustrator	•	•	•	•				
Recognize/analyze author's and illustrator's craft or style			•	•	•	•	•	•
Evaluate author's use of various techniques to influence readers' perspectives						•	•	•
Literary Response								
Recollect, talk, and write about books	•	•	•	•	•	•	•	•
Reflect on reading and respond (through talk, movement, art, and so on)	•	•	•	•	•	•	•	•
Ask and answer questions about text	•	•	•	•	•	•	•	•
Write about what is read		•	•	•	•	•	•	•
Use evidence from the text to support opinions, interpretations, or conclusions		•	•	•	•	•	•	•
Support ideas through reference to other texts and personal knowledge				•	•	•	•	•
Locate materials on related topic, theme, or idea				•	•	•	•	•
Make connections: text to self, text to text, text to world			•	•	•	•	•	•
Offer observations, react, speculate in response to text				•	•	•	•	•

Literary Response and Analysis <i>continued</i>	Pre-K	K	1	2	3	4	5	6
Literary Appreciation/Motivation								
Show an interest in books and reading; engage voluntarily in social interaction about books	•	•	•	•	•	•	•	•
Choose text by drawing on personal interests, relying on knowledge of authors and genres, estimating text difficulty, and using recommendations of others	•	•	•	•	•	•	•	•
Read a variety of grade-level-appropriate narrative and expository texts		•	•	•	•	•	•	•
Read from a wide variety of genres for a variety of purposes		•	•	•	•	•	•	•
Read independently		•	•	•	•	•	•	•
Establish familiarity with a topic		•	•	•	•	•	•	•
Cultural Awareness								
Comprehend basic plots of classic tales from around the world			•	•	•	•	•	•
Compare and contrast tales from different cultures			•	•	•	•	•	•
Develop attitudes and abilities to interact with diverse groups and cultures	•	•	•	•	•	•	•	•
Connect experiences and ideas with those from a variety of languages, cultures, customs, perspectives	•	•	•	•	•	•	•	•
Compare language and oral traditions (family stories) that reflect customs, regions, and cultures		•	•	•	•	•	•	•
Recognize themes that cross cultures and bind them together in their common humanness		•	•	•	•	•	•	•

Language Arts

Writing	Pre-K	K	1	2	3	4	5	6
Concepts About Print for Writing								
Write uppercase and lowercase letters		•	•					
Print own name and other important words	•	•	•					
Write using pictures, some letters, some phonetically spelled words, and transitional spelling to convey meaning	•	•	•					
Write consonant-vowel-consonant words		•	•					
Dictate messages or stories for others to write	•	•	•					
Create own written texts for others to read; write left to right on a line and top to bottom on a page	•	•	•					
Participate in shared and interactive writing	•	•	•					
Traits of Writing								
Focus/Ideas		•	•	•	•	•	•	•
State a clear purpose and maintain focus; sharpen ideas		•	•	•	•	•	•	•
Use sensory details and concrete examples; elaborate			•	•	•	•	•	•
Delete extraneous information			•	•	•	•	•	•
Use strategies, such as tone, style, consistent point of view, to achieve a sense of completeness						•	•	•
Organization		•	•	•	•	•T	•T	•T
Use graphic organizers to group ideas	•	•	•	•	•	•	•	•
Write coherent paragraphs that develop a central idea and have topic sentences and facts and details			•	•	•	•	•	•
Use transitions to connect sentences and paragraphs and establish coherence			•	•	•	•	•	•

Writing continued	Pre-K	K	1	2	3	4	5	6
Select an organizational structure, such as comparison and contrast, categories, spatial order, climactic order, based on purpose, audience, length							•	•
Organize ideas in a logical progression, such as chronological order or order of importance	•	•	•	•	•	•	•	•
Write introductory, supporting, and concluding paragraphs					•	•	•	•
Use strategies of note-taking, outlining, and summarizing to impose structure on composition drafts					•	•	•	•
Write a multi-paragraph paper				•	•	•	•	•
Voice			•	•	•	•	•	•
Develop personal, identifiable voice and an individual tone/style			•	•	•	•	•	•
Maintain consistent voice and point of view						•	•	•
Use voice appropriate to audience, message, and purpose						•	•	•
Word Choice		•	•	•	•T	•T	•T	•T
Use clear, precise, appropriate language		•	•	•	•	•	•	•
Use figurative language and vivid words			•	•	•	•	•	•
Use sensory details, imagery, characterization			•	•	•	•	•	
Select effective vocabulary using word walls, dictionary, or thesaurus		•	•	•	•	•	•	•
Sentences		•	•	•	•T	•T	•T	•T
Combine, elaborate, and vary sentences	•	•	•	•	•T	•T	•T	•T
Write topic sentence, supporting sentences with facts and details, and concluding sentence			•	•	•	•	•	•
Use correct word order		•	•	•	•	•	•	•
Conventions		•	•	•	•T	•T	•T	•T
Use correct spelling and grammar; capitalize and punctuate correctly		•	•	•	•	•	•	•
Correct sentence fragments and run-ons				•	•	•	•	•
Use correct paragraph indentation			•	•	•	•	•	•
The Writing Process								
Prewrite using various strategies	•	•	•	•	•	•	•	•
Develop first drafts of single- and multiple-paragraph compositions		•	•	•	•	•	•	•
Revise drafts for varied purposes, including to clarify and to achieve purpose, sense of audience, improve focus and coherence, precise word choice, vivid images, and elaboration		•	•	•	•	•	•	•
Edit and proofread for correct conventions (spelling, grammar, usage, and mechanics)		•	•	•	•	•	•	•
Publish own work	•	•	•	•	•	•	•	•
Writing Genres								
Narrative writing (such as personal narratives, stories, biographies, autobiographies)	•	•	•T	•T	•T	•T	•T	•T
Expository writing (such as comparison and contrast, problem and solution, essays, directions, explanations, news stories, research reports, summaries)		•	•	•T	•T	•T	•T	•T
Descriptive writing (such as labels, captions, lists, plays, poems, response logs, songs)	•	•	•T	•T	•T	•T	•T	•T
Argument/Persuasive writing (such as ads, editorials, essays, letters to the editor, opinions, posters)		•	•	•T	•T	•T	•T	•T
Notes and letters (such as personal, formal, and friendly letters, thank-you notes, and invitations)		•	•	•	•	•	•	•

Writing <i>continued</i>	Pre-K	K	1	2	3	4	5	6
Responses to literature			•	•	•	•	•	•
Writing Habits and Practices								
Write on a daily basis	•	•	•	•	•	•	•	•
Use writing as a tool for learning		•	•	•	•	•	•	•
Write independently for extended periods of time			•	•	•	•	•	•
Penmanship								
Gain increasing control of penmanship, including pencil grip, paper position, posture, stroke	•	•	•	•				
Write legibly, with control over letter size and form; letter slant; and letter, word, and sentence spacing		•	•	•	•	•	•	•
Write lowercase and uppercase letters	•	•	•	•	•	•	•	•
Manuscript	•	•	•	•	•	•	•	•
Cursive				•	•	•	•	•
Write numerals	•	•	•					
Written and Oral English Language Conventions	Pre-K	K	1	2	3	4	5	6
Grammar and Usage in Speaking and Writing								
Sentences								
Correct word order in written sentences		•	•	•				
Types (declarative, interrogative, exclamatory, imperative)	•	•	•T	•T	•T	•T	•T	•T
Structure (complete, incomplete, simple, compound, complex, compound-complex)	•	•	•	•T	•T	•T	•T	•T
Parts (subjects/predicates: complete, simple, compound; phrases; clauses)			•	•T	•T	•T	•T	•T
Fragments and run-on sentences		•	•	•	•	•	•	•
Combine and rearrange sentences; use appositives, participial phrases, adjectives, adverbs, and prepositional phrases			•	•	•	•	•	•
Transitions and conjunctions to connect ideas; independent and dependent clauses			•	•	•	•	•	•
Varied sentence types and sentence openings to present effective style						•	•	•
Parts of speech: nouns (singular and plural), verbs and verb tenses, adjectives, adverbs, pronouns and antecedents, conjunctions, prepositions, interjections, articles		•	•	•T	•T	•T	•T	•T
Contractions			•	•T	•T	•T	•T	•T
Usage								
Subject-verb agreement		•	•	•T	•T	•T	•T	•T
Pronoun agreement/referents			•	•	•T	•T	•T	•T
Misplaced modifiers							•	•
Misused words					•		•	•
Negatives; avoid double negatives					•	•	•	•
Mechanics in Writing								
Capitalization (first word in sentence, proper nouns and adjectives, pronoun <i>I</i> , titles, months, days of the week, holidays, and so on)	•	•	•T	•T	•T	•T	•T	•T
Punctuation (period, question mark, exclamation mark, apostrophe, comma, quotation marks, parentheses, colon, and so on)		•	•T	•T	•T	•T	•T	•T

Written and Oral English Language Conventions <i>continued</i>		Pre-K	K	1	2	3	4	5	6
Spelling									
Spell independently by using pre-phonetic knowledge, knowledge of letter names, sounds of the alphabet	•	•	•T	•	•	•	•	•	•
Consonants: single, double, blends, digraphs, silent letters, and unusual consonant spellings		•	•T	•T	•T	•T	•T	•T	•T
Vowels: short, long, <i>r</i> -controlled, digraphs, diphthongs, less-common vowel patterns, schwa		•	•T	•T	•T	•T	•T	•T	•T
Use knowledge of word structure to spell			•	•	•	•	•	•	•
Base words and affixes (inflections, prefixes, suffixes), possessives, contractions, and compound words			•	•T	•T	•T	•T	•T	•T
Greek and Latin roots, syllable patterns, multisyllabic words			•	•	•	•	•	•	•
Spell high-frequency, irregular words			•T	•T	•	•	•	•	•
Spell frequently misspelled words correctly, including homophones or homonyms			•	•	•	•	•	•	•
Use meaning relationships to spell					•	•	•	•	•
Listening and Speaking		Pre-K	K	1	2	3	4	5	6
Listening Skills and Strategies									
Listen to a variety of presentations attentively and politely	•	•	•	•	•	•	•	•	•
Self-monitor comprehension while listening, using a variety of skills and strategies, e.g., ask questions	•	•	•	•	•	•	•	•	•
Listen for a purpose									
For enjoyment and appreciation	•	•	•	•	•	•	•	•	•
To expand vocabulary and concepts	•	•	•	•	•	•	•	•	•
To obtain information and ideas	•	•	•	•	•	•	•	•	•
To follow oral directions	•	•	•	•	•	•	•	•	•
To answer questions and solve problems	•	•	•	•	•	•	•	•	•
To participate in group discussions	•	•	•	•	•	•	•	•	•
To identify and analyze the musical elements of literary language	•	•	•	•	•	•	•	•	•
To gain knowledge of one’s own culture, the culture of others, and the common elements of cultures	•	•	•	•	•	•	•	•	•
To respond to persuasive messages with questions or affirmations						•	•	•	•
Determine purpose of listening			•	•	•	•	•	•	•
Recognize formal and informal language			•	•	•	•	•	•	•
Connect prior experiences to those of a speaker	•	•	•	•	•	•	•	•	•
Listen critically to distinguish fact from opinion and to analyze and evaluate ideas, information, experiences		•	•	•	•	•	•	•	•
Paraphrase, retell, or summarize information that has been shared orally			•	•	•	•	•	•	•
Evaluate a speaker’s delivery; identify tone, mood, and emotion				•	•	•	•	•	•
Interpret and critique a speaker’s purpose, perspective, persuasive techniques, verbal and nonverbal messages, and use of rhetorical devices; draw conclusions					•	•	•	•	•
Speaking Skills and Strategies									
Speak clearly, accurately, and fluently, using appropriate delivery for a variety of audiences, and purposes; sustain audience interest, attention	•	•	•	•	•	•	•	•	•
Use proper intonation, volume, pitch, modulation, and phrasing		•	•	•	•	•	•	•	•
Speak with a command of standard English conventions	•	•	•	•	•	•	•	•	•
Use appropriate language for formal and informal settings	•	•	•	•	•	•	•	•	•

Listening and Speaking <i>continued</i>	Pre-K	K	1	2	3	4	5	6
Use visual aids to clarify oral presentations	•	•	•	•	•	•	•	•
Organize ideas and convey information in a logical sequence or structure with a beginning, middle, and end and an effective introduction and conclusion			•	•	•	•	•	•
Support opinions with detailed evidence and with visual or media displays					•	•	•	•
Emphasize key points to assist listener						•	•	•
Speak for a purpose								
To ask and answer questions	•	•	•	•	•	•	•	•
To give directions and instructions	•	•	•	•	•	•	•	•
To retell, paraphrase, or explain information	•	•	•	•	•	•	•	•
To communicate needs and share ideas and experiences	•	•	•	•	•	•	•	•
To describe people, places, things, locations, events, and actions		•	•	•	•	•		•
To participate in conversations and discussions	•	•	•	•	•	•	•	•
To express an opinion	•	•	•	•	•	•	•	•
To recite poems or songs or deliver dramatic recitations, interpretations, or performances	•	•	•	•	•	•	•	•
To deliver oral responses to literature	•	•	•	•	•	•	•	•
To deliver presentations or oral reports (narrative, descriptive, persuasive, problems and solutions, and informational based on research)	•	•	•	•	•	•	•	•
Stay on topic; maintain a clear focus	•	•	•	•	•	•	•	•
Support spoken ideas with details and examples			•	•	•	•	•	•
Use appropriate verbal and nonverbal elements (such as facial expression, gestures, eye contact, posture)	•	•	•	•	•	•	•	•
Viewing/Media	Pre-K	K	1	2	3	4	5	6
Interact with and respond to a variety of media for a range of purposes	•	•	•	•	•	•	•	•
Compare and contrast print, visual, and electronic media				•	•	•	•	•
Analyze media						•	•	•
Evaluate media			•	•	•	•	•	•
Recognize bias and propaganda in media message					•	•	•	•
Recognize purpose and persuasion in media messages			•	•	•	•	•	•

Research Skills

Understand and Use Graphic Sources	Pre-K	K	1	2	3	4	5	6
Advertisement			•	•	•	•	•	•
Chart/table	•	•	•	•	•	•	•	•
Diagram/scale drawing			•	•	•	•	•	•
Graph (bar, circle, line, picture)		•	•	•	•	•	•	•
Illustration, photograph, caption, label	•	•	•	•	•	•	•	•
Map/globe	•	•	•	•	•	•	•	•
Poster/announcement	•	•	•	•	•	•	•	•
Schedule						•	•	•
Sign	•	•	•	•		•		•
Time line				•	•	•	•	•

Understand and Use Reference Sources	Pre-K	K	1	2	3	4	5	6
Know and use organizational features and parts of a book to locate information	•	•	•	•	•	•	•	•
Use alphabetical order			•	•	•	•	•	•
Understand purpose, structure, and organization of reference sources (print, electronic, media, Internet)	•	•	•	•	•	•	•	•
Almanac						•	•	•
Atlas				•	•	•	•	•
Card catalog/library database				•	•	•	•	•
Picture Dictionary		•	•	•				•
Dictionary/glossary				•	•T	•T	•T	•T
Encyclopedia			•	•	•	•	•	•
Magazine/periodical			•	•	•	•	•	•
Newspaper and newsletter			•	•	•	•	•	•
<i>Readers' Guide to Periodical Literature</i>						•	•	•
Technology (on- and offline electronic media)		•	•	•	•	•	•	•
Thesaurus				•	•	•	•	•
Study Skills and Strategies	Pre-K	K	1	2	3	4	5	6
Adjust reading rate			•	•	•	•	•	•
Clarify directions	•	•	•	•	•	•	•	•
Outline				•	•	•	•	•
Skim and scan			•	•	•	•	•	•
SQP3R						•	•	•
Summarize		•	•	•	•	•	•	•
Take notes, paraphrase, and synthesize			•	•	•	•	•	•
Use graphic and semantic organizers to organize information		•	•	•	•	•	•	•
Test-Taking Skills and Strategies	Pre-K	K	1	2	3	4	5	6
Understand the question, the vocabulary of tests, and key words			•	•	•	•	•	•
Answer the question; use information from the text (stated or inferred)	•	•	•	•	•	•	•	•
Write across texts				•	•	•	•	•
Complete the sentence				•	•	•	•	•
Technology/New Literacies	Pre-K	K	1	2	3	4	5	6
Non-Computer Electronic Media								
Audiotapes/CDs, videotapes/DVDs	•	•	•	•	•	•	•	•
Computer Programs/Services: Basic Operations and Concepts								
Use accurate computer terminology	•	•	•	•	•	•	•	•
Create, name, locate, open, save, delete, and organize files		•	•	•	•	•	•	•
Use input and output devices (such as mouse, keyboard, monitor, printer, touch screen)	•	•	•	•	•	•	•	•
Use basic keyboarding skills		•	•	•	•	•	•	•
Responsible Use of Technology Systems and Software								
Work cooperatively and collaboratively with others; follow acceptable-use policies	•	•	•	•	•	•	•	•
Recognize hazards of Internet searches					•	•	•	•
Respect intellectual property					•	•	•	•

Technology/New Literacies <i>continued</i>	Pre-K	K	1	2	3	4	5	6
Information and Communication Technologies:								
Information Acquisition								
Use electronic Web (nonlinear) navigation, online resources, databases, keyword searches				•	•	•	•	•
Use visual and nontextual features of online resources	•	•	•	•	•	•	•	•
Internet inquiry				•	•	•	•	•
Identify questions				•	•	•	•	•
Locate, select, and collect information				•	•	•	•	•
Analyze information				•	•	•	•	•
Evaluate electronic information sources for accuracy, relevance, bias					•	•	•	•
Understand bias/subjectivity of electronic content (about this site, author search, date created)					•	•	•	•
Synthesize information					•	•	•	•
Communicate findings				•	•	•	•	•
Use fix-up strategies (such as clicking <i>Back</i> , <i>Forward</i> , or <i>Undo</i> ; redoing a search; trimming the URL)					•	•	•	•
Communication								
Collaborate, publish, present, and interact with others		•	•	•	•	•	•	•
Use online resources (e-mail, bulletin boards, newsgroups)			•	•	•	•	•	•
Use a variety of multimedia formats			•	•	•	•	•	•
Problem Solving								
Use technology resources for solving problems and making informed decisions					•	•	•	•
Determine when technology is useful			•	•	•	•	•	•
The Research Process	Pre-K	K	1	2	3	4	5	6
Identify topics; ask and evaluate questions; develop ideas leading to inquiry, investigation, and research		•	•	•	•	•	•	•
Choose and evaluate appropriate reference sources		•	•	•	•	•	•	•
Locate and collect information including using organizational features of electronic text	•	•	•	•	•	•	•	•
Take notes/record findings		•	•	•	•	•	•	•
Combine and compare information			•	•	•	•	•	•
Evaluate, interpret, and draw conclusions about key information		•	•	•	•	•	•	•
Paraphrase and summarize information		•	•	•	•	•	•	•
Make an outline				•	•	•	•	•
Organize content systematically		•	•	•	•	•	•	•
Communicate information		•	•	•	•	•	•	•
Write and present a report		•	•	•	•	•	•	•
Include citations					•	•	•	•
Respect intellectual property/avoid plagiarism						•	•	•
Select and organize visual aids		•	•	•	•	•	•	•